

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

3 Elementary schools (includes K-8)

1 Middle/Junior high schools

1 High schools

0 K-12 schools

5 TOTAL

2. District Per Pupil Expenditure: 11706

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city

☐ Suburban school with characteristics typical of an urban area

☐ Suburban

☒ Small city or town in a rural area

☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6			0
K	26	26	52	7			0
1	30	20	50	8			0
2	26	24	50	9			0
3	24	27	51	10			0
4	31	39	70	11			0
5	26	25	51	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							324

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	319
(5)	Total transferred students in row (3) divided by total students in row (4).	0.038
(6)	Amount in row (5) multiplied by 100.	3.762

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 9

Number of languages represented: 6

Specify languages:

Chinese, Hmong, Panjabi, Russian, Spanish, Taiwanese

9. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 45

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>12</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>8</u>
Support staff	<u>1</u>	<u>8</u>
Total number	<u>26</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	97%	95%	95%
Daily teacher attendance	98%	97%	97%	96%	96%
Teacher turnover rate	4%	8%	17%	8%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

With a staff of 24 teachers, including regular education teachers, special education teachers, reading recovery teachers, and specials (music, art, P.E., counselor, IMC), each teacher is approximately 4% of the staff. In 2006-2007, four teachers left Westlawn - either retired, or moved to a full time position within the district.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Westlawn Elementary School is home to 325 kindergarten through fifth grade students; taught, nurtured and cared for by a staff of 14 classroom teachers, 10 special resource teachers/specialists, and 16 support staff members. We are part of the Cedarburg School District, which is located approximately twenty miles north of Milwaukee, Wisconsin.

The mission of the Westlawn School staff is to empower our students to achieve their highest potential by developing academic, social, emotional and behavioral life skills in a safe, engaging environment. Our vision is to meet the needs of every learner by building strong teacher-student-family partnerships, using data to drive our decision-making and utilizing best instructional practices. The values we embrace, and strive to live by, state that we will: Deliver our curriculum within a framework of research-based, current instructional practices to meet the learning needs of every student; be consistent, positive role models across all environments; practice sound collaboration with staff, families and students; analyze and utilize data in making decisions; and, celebrate success at all levels.

As a professional learning community, Westlawn School's teachers have crafted and embraced a set of group norms, adopted in order to enhance success for all students. These norms, which also provide parameters for professional decorum, are as follows:

- We will work together as a community that values consensus rather than majority rule.
- We will be fully “present” at the meeting by adhering to a pre-set agenda (which will be shared at least 24 hours in advance, when possible) and becoming familiar with materials before we arrive. We will be fully “present” by actively participating in group discussions and refraining from side-bar discussions/side-bar work.
- We will communicate effectively by approaching topics with an open mind and airing disagreements during the meeting rather than carrying those disagreements outside the meeting.
- We will operate in a collegial and friendly atmosphere.
- We will keep confidential our discussions, comments, and deliberations.
- We will invite and welcome the contributions of every member and listen to each other without interrupting.
- We will set and honor time constraints by adhering to prompt arrival times and bringing meetings to adjournment at least ten minutes before students arrive.

Two years ago, a team of Westlawn teachers and the building principal collaborated to submit a grant application to become a REACH (Responsive Education for All Children) School. The Department of Public Instruction approved the grant, and we have adopted the REACH framework as our school improvement model. The ten essential components of the REACH initiative have become benchmarks for us as we strive to provide the best possible education for our students. These ten components include: family and community involvement, shared vision and commitment, leadership and support, environment of collaboration, resource mapping, data-based decision-making, evidence-based instruction and intervention, student progress monitoring system, responding to individual student needs, professional development and support. Every teacher in the building has a seat on one of the four committees designed to bring us into alignment with these ten components. We have set goals and objectives in each of these ten arenas, with time-lines for achieving the goals over a three-year period.

In addition to our attention to academic achievement for our students, Westlawn School also has a long and proud tradition of community outreach and service. Staff members join with Cedarburg Chamber of Commerce members and a very strong and involved PTA to annually engage in a variety of family-oriented endeavors, such as: a Riding for Reading bicycle tour that raises funds to provide books and educational materials and supplies for inner-city schools and shelters; twice yearly food drives to replenish the shelves of

Ozaukee County food pantries; Jump Rope for Heart that not only engages students in physical activity, but also raises funds for the American Heart Association; annual Earth Day activities to promote stewardship of our natural resources.

Westlawn School is a place where academic, social, emotional and behavioral needs of all of our students are cultivated and cherished. This truly is a great place to grow our kids!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Our Wisconsin state assessment data is available at <http://data.dpi.state.wi.us/data/selschool.asp>. Since 2005, the first year each grades three through five all took the Wisconsin Knowledge and Concept Exam (WKCE) in reading and mathematics, Westlawn students have consistently performed at high levels with over 90% of our student proficient or advanced. Of these students, 50% or greater of them consistently score in the “advanced” level in both mathematics and reading across all grade levels. In fall 2008, 100% of our fifth grade students were proficient or advanced in both reading and mathematics; this was the second year in a row that 100% of our fifth graders were proficient or advanced in reading. Because enrollment for most subgroups is low at Westlawn, there are few reportable results by subgroup. The percent of students proficient/advanced is comparable between boys and girls. There has been relatively little fluctuation and deviation in the achievement scores on the WKCE obtained by Westlawn students over the past five years, with scores falling into the ranges described above.

On the Measures of Academic Progress (MAP) assessment, a measure of student growth shows that not only are 97% of Westlawn students projected to perform in the advanced/proficient range (based on correlation studies) in reading, but nearly 60% of them are meeting or exceeding growth targets, normed levels of projected growth between testing periods. Mathematics is just slightly below this with 96% projected to be proficient/advanced and 54% meeting or exceeding growth targets. This demonstrates an increase in student growth in the area of mathematics from the 2007-2008 school year in which only 39% of students met or exceeded projected growth targets.

The Wisconsin Knowledge and Concepts Examination (WKCE) begins in grade 3.

2. **Using Assessment Results:**

Both Measures of Academic Progress (MAP) and common assessment data are used by staff to drive instructional changes and improvements. The MAP assessments are administered three times each year in the areas of mathematics and reading to all students in grades two through five. Teachers have been trained to analyze this test data to identify specific strengths and weaknesses in their students’ ability and performance. Data walls are constructed to graphically organize the data, rendering it more useful to teachers in their efforts to craft interventions for struggling students, as well as enrichment and extension activities for students who demonstrate mastery of grade level material, and thus, are candidates for deeper and more difficult challenges. The building principal and district responsive education facilitator meet monthly with each grade-level team to talk about data obtained from the MAP tests, common assessments and anecdotal observations to more effectively respond to student needs based on that data. A school data team meets once a month to plan for school-wide approaches for using data. This team collects data supporting the attainment of school improvement goals. The REACH Leadership team, which meets once monthly, also uses data to develop school-wide action plans and design professional development opportunities. Informational findings from these sub-groups are shared with the entire staff at monthly faculty meetings. In addition, the teaching staff is divided into two units – one K-2 and the other grades 3-5 - which meet two or three times each month to weigh and consider the data obtained from the MAP tests and the common assessments. This particular format allows for a free flowing discussion that transcends three grade levels, and helps promote a smooth cross grade exchange of ideas, strategies and methodologies, all designed to promote and improve student achievement.

3. Communicating Assessment Results:

At Westlawn Elementary School, the Measure of Academic Progress (MAP) tests are administered three times a year to all students in grades two through five, in the academic disciplines of mathematics and reading. Since the assessments are administered via a computer program, the results are available within forty-eight hours of the testing window closing. This provides “real time” data for all of these students, which is printed out and sent home with all of the students, along with a letter of explanation at the conclusion of each testing period. This data not only includes the most recent test results, but also includes longitudinal growth data from each of the previous MAPs assessment the respective student has taken. The cumulative data points of the graphs that are included in the information sent home, therefore, provide a comprehensive picture of each child’s growth over the years in the areas of math and reading.

In the fall 2009, the district responsive education facilitator presented at the PTA on the interpretation and use of MAP data by families. She, along with classroom teachers, makes herself readily available to parents who would like to find out more or discuss their child’s MAP scores.

To help in preparing the students for the MAP tests, teachers will discuss the importance of the upcoming assessment with their classes. Articles in the school newsletter will also inform parents of the upcoming tests, and the need for the children to come to school well rested and having had a good, nutritious breakfast. After the first testing period, classroom teachers discuss RIT (Rausch Unit) scores with their students, as well as growth targets, so the children have a better understanding and appreciation of doing well on the tests. In the upper grades, the students conduct parent-teacher conferences themselves, under the guidance of their classroom teachers. The students include their MAP data profiles as part of these conferences.

4. Sharing Success:

Westlawn School has been part of a Responsive Education for All Children (REACH) state grant project for the past year and a half and will continue this project through the 2010-2011 school year. In addition to helping the teachers of our school become a more effective data-driven learning community, the REACH project requires schools to share their experiences in a district, regional, and/or state-wide showcase. The state-wide conferences draw hundreds of teachers and administrators from dozens of schools from all four corners of Wisconsin. At least once annually, project directors from around the state gather to share successes and challenges with other teachers and administrators, regarding assessment, student achievement and subsequent academic interventions. Regional project directors meet at least once a semester to do similar professional collaboration and sharing. The REACH project has also served as a foundation from which Westlawn REACH leadership team members have been able to share successes as well as gain further insights by hearing other school’s stories.

Opportunities for Westlawn staff members to collaborate, communicate and share with other Cedarburg School District teachers and administrators abound. Participation by school staff members on district-level teams such as curriculum committees, Staff Development Council, and Response-to Intervention leadership team is an ongoing process, and involves virtually every teacher in the district in one form or another.

Once schools are awarded Blue Ribbon School status, we will continue with all of the elements of our web of communication, collaboration, sharing and problem-solving since we already have a very effective and efficient system in place. This is true at each of the ascending levels, from intra-district (five schools) group all the way up to our state-wide network.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Westlawn's curriculum is the one adopted by the Cedarburg School District, which is written in alignment with Wisconsin State Standards. Our curriculum is written by a committee of teachers from all elementary schools with each grade level being represented. The committee members engage in research to find current best practice and then develop the curriculum based upon the findings. The curriculum is written with the state standards in mind and is currently in a seven year cycle. The core curriculum consists of Communication Arts, Mathematics, Social Studies, Science, and Health. The students at Westlawn also experience Music, Physical Education, IMC (Library Media), Guidance, and Art on a weekly basis. All teachers work on a team that meet weekly to develop lessons, monitor student progress, and collaborate on learning experiences for our students.

The Communication Arts curriculum is based on a Four Blocks model. Students are engaged in a balanced literacy program that includes Guided Reading, Self Selected Reading, Word Work, and Writing on a daily basis. The content included both fiction and non-fiction selections in a wide variety of genres that include integrated science and social studies topics. Instruction is delivered by teachers in both large and small groups settings. Many of the stories are from various cultures, which allows for the integration of foreign languages, cultures, and customs. This would be in alignment with our social studies curriculum.

The units in social studies are teacher designed. Hands-on activities are selected with the state standards in mind. Students are asked to explore various cultures from around the world and compare and contrast them with their own experiences in Cedarburg. Teachers use a variety of texts and materials, often relying on current resources found on-line. Students experience the curriculum through large group activities and small group exploration and experiences. The teachers integrate the reading, writing, and math skills into their lessons – writing reports, organizing content ideas using graphic organizers, creating multimedia projects, creating timelines, reading non-fiction articles about current events, and recreating time periods using the visual arts and music. The Music and Art teachers receive the block schedules from each of the grade level teams. Using that structure, the teachers collaborate with classroom teachers and one another to infuse the content into the music and art lessons. Students have created Egyptian drawings, Native American designs, sung Patriotic songs, and written their own music to accompany a variety of topics.

Science instruction at Westlawn is designed around the three disciplines of Earth, Physical, and Life Science. The units are again teacher designed to incorporate a wide variety of learning experiences for our students. The multi-text approach allows for students to be exposed different mediums for learning. Instruction is delivered in both large and small groups settings. The lessons and assessments are designed with exploration in mind. The scientific method and effective questioning is at the root of teacher designed lessons and activities.

Up until this year, our math instruction was delivered in a more traditional method, focusing on problem solving and mastery of basic skills. While these essential skills are still being delivered to our students, the format has changed with the adoption of a more conceptual based mathematics program. There is more of an emphasis on the communication of mathematical thinking, various methods for problem solving, and more experiential learning with open-ended activities to discover mathematical ideas. Prior to this year, Westlawn grouped the students differently for math than from their homeroom, often with a different teacher. Students would then have the opportunity to work with another professional and a different group of peers. The instruction of the group would vary its pacing pending the needs of the students. Teachers would either compact and accelerate the curriculum or supplement it with additional resources.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Westlawn's Communication Arts curriculum is developed around the Four Block framework. The Four Blocks method of instruction is a balanced approach that meets the learning needs of the wide array of students. Each day children receive instruction in Word Work to develop spelling and grammar skills, guided reading in large and small group settings which address reading skills and strategies, writing lessons that are structured around the Six Traits of Writing, and Self Selected reading where the children spend time reading books of individual choosing. The adopted reading series, Treasures (McMillan/McGraw Hill) provides partnered fiction and non-fiction selections each week around a themed unit of study. The writing, spelling, and grammar activities use the themes and vocabulary words. Students are further supported with additional guided reading books that written at, above, and below the identified reading levels using parallel themes and identical vocabulary. All main selections, partner selections, and guided reading books are accompanied by "Check for Understanding" comprehension questions. These questions ask students to analyze, evaluate, and compare text-to-text, text-to-self, and text-to-world connections.

One of the components of the reading program involves the assessment pieces whereby teachers can monitor the progress of individual students. Teachers take Running Records on each student to measure and monitor students' fluency, accuracy, comprehension, and reading behaviors. Weekly, unit, and benchmark assessments are available for teachers to also monitor students' mastery of the reading skills and strategies. Students who are not making adequate progress as evidenced by their running records, unit assessments, classroom work, and/or teacher observations are then offered literacy support.

Literacy support is offered in a variety of ways at Westlawn. The first grade students who qualify participate in Reading Recovery program. The students in second and third grade who require additional support can receive the Wilson Reading Instruction or literacy group support.

3. Additional Curriculum Area:

Westlawn's school mission is to empower students to achieve highest potential by developing social, academic, emotional, and behavioral life skills in a safe, engaging environment. One feature of Westlawn's school culture is "Live Morning Announcements" viewed by the entire student body each Monday morning. This activity infuses all curricular areas while integrating technology and 21st Century Skills. Fifth grade students create computer graphic designs using HyperStudio (a multimedia program), based upon a student created story board designed around a student written script. Each Monday students are welcomed to school with a friendly greeting, the pledge, upcoming lunch menu, student birthdays, winners of the weekly positive behavior program, and an occasional trivia question. As the year unfolds the various school-wide events are anticipated and celebrated. Examples include the Science Fair, Peer Mediation, Destination Imagination, PTA Lunch Bunch, PTA Carnival, Book Fairs, Father Daughter Dance, and Mother Son sledding. Guest speakers from other grade levels share their poems, stories, musical creations, art work, interview new teachers, and even educate about water conservation.

Morning Announcements requires students to collaboratively brainstorm, plan, and organize an event. Students apply their writing skills to engage, entertain, and inform their audience. Correct spelling, grammar, and word choice must be used in scripts and computer graphics. Public speaking and reading skills in a "live" real world experience are practiced. Students must problem solve as they coordinate efforts to work the computer, digital tv camera, switcher, and speakers to produce a live show. This small yet powerful event allows students to develop their social skills by cooperatively collaborating with peers while promoting social events at our school. This would include recess issues and lunch room protocol. The emotional and behavioral life skills are developed by students as the entire student body recognizes whose birthday it is – who is being celebrated for their great behavior – congratulating one another on accomplishments and achievements. Monday Morning Announcements provides the ideal vehicle to connect with all students across all grade levels, at all academic needs while promoting a sense of connectivity in a safe, engaging, and fun activity.

4. Instructional Methods:

Westlawn differentiates instruction for our various subgroups both within and outside of the classroom. For our ELL students, we provide support with a teacher who collaborates with classroom teacher to support vocabulary development and language skills based upon the classroom units and activities. This support most often occurs in small group settings under a licensed teacher. The learning of the ELL students is enhanced because they are able to better understand the ideas and vocabulary being addressed in their classrooms.

Our Title I students are supported by the addition of paraprofessionals. Students working above, at, or below grade level are supported by the para working individually or in small groups to deliver additional support or compacted curriculum. Some students are able to come in before school and work on basic math facts for mastery. Other students are able to work in advanced curriculum. Students with lower scores based upon MAPS data receive alternative instruction to bolster their understanding and practice skills that are their deficit.

The school's communication arts program is hinged on the *Treasures* materials, parts of which are actually created to provide challenging instruction to children of varying abilities. The three levels of reading materials within the series are designated as "approaching", "at" and "beyond". The first category contains materials written at a level which is approaching grade level difficulty. "At" as the name suggests, is comprised of reading materials that are considered to be at the specified grade level, while the third category, "beyond", is designed for students whose abilities are beyond their respective grade level.

Similarly, the district's math program for elementary grades is conducive for classroom differentiation by virtue of the fact that both the *Everyday Math* program, which is used in kindergarten and first grade, as well as the *Investigations* series, which is implemented in grades two through five, are designed specifically to allow the teacher to incorporate challenging enrichment activities and exercises into the math lessons.

5. Professional Development:

The Cedarburg School District places great emphasis on professional staff development. To that end, sixteen hours of professional development are required of each teacher, each year, per the professional agreement.

Some of the professional development initiatives at Westlawn School are driven by district office, and, as such, are common to all five of the Cedarburg Schools. Included in this category is the current MUG (Math User Group) program, which involves building principals and grade level teachers meeting twice monthly for one hour sessions. The teams meet to share successes, to solve problems and to craft communications to keep parents informed of various aspects of the new math series.

Westlawn is the only school in the district to have been awarded a REACH (Responsive Education for All Children) grant which is funded through the Wisconsin Department of Public Instruction. In a word, REACH has become the vehicle which drives Westlawn's school improvement plan. As such, REACH has become the foundation upon which we have built much of our professional development. Two major components of the training within the REACH framework are Resource Mapping and Progress Monitoring. The professional development which the Westlawn staff has experienced through REACH workshops and seminars include identifying resources and barriers to learning; strategizing for optimal use of our limited financial resources; exploring community resources; coordinate resources for academic improvement; use assessment data to track students' academic progress; designing, creating and implementing appropriate interventions, accommodations and modifications for all students.

The faculty of Westlawn School meets twice a month for fifty minutes before the start of the school day. This forum provides another opportunity for all staff members to receive professional development training as an entire staff. Topics that have been included in training through this vehicle include: differentiation,

professional learning communities, creating and implementing common assessments in math class, blood borne pathogens, running records, analyzing MAPs data, and understanding and using new technology.

6. School Leadership:

Numerous opportunities for have been created for teachers to assume leadership roles at Westlawn School. There are two academic “units” at our school, one includes the kindergarten through second grade teachers, while the other unit encompasses third, fourth and fifth grade teachers. Each unit may also include special education teachers, a speech therapist, the MAGIC (music, art, gym/PE, IMC and Counselor) staff and reading specialists. Each unit is facilitated by a classroom teacher who is designated as the unit leader. Responsibilities include conducting unit meetings twice a month wherein academic issues are discussed and resolved; assessment data is examined, and appropriate student interventions and accommodations are considered and implemented; school-parent communication is enhanced.

Another classroom teacher has assumed the role of technology integration specialist. Her primary duties include researching and presenting a variety of software applications and websites that will aide and assist teachers in their academic instruction.

Westlawn School is the only school in the Cedarburg School District to be approved as a REACH (Responsive Education for All Children) School. Primary areas of consideration for the REACH team are school-wide assessments and subsequent data, ultimately creating data-driven instruction and interventions. As such, we have formed a REACH Leadership Team which consists of a classroom teacher from each of the six grade levels (K-5), special education teachers, reading specialists and three parents from the community. Fully over half of the teaching staff sits on this leadership team. The REACH initiative is co-facilitated by the principal and the school counselor, who has assumed a leadership role with regards to the REACH team.

Four in-house committees also exist, each with a teacher leader at the helm: data, Capturing Kids’ Hearts, technology, social/sunshine. Every member of the staff resides on one of these committees, each of which contributes to the overall academic success of our students, either directly or indirectly.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Wisconsin Knowledge and Concepts Examination (WKCE)
 Edition/Publication Year: Publisher: Published under contract with the Wisconsin Department of Public
 Published Yearly Instruction by CTB/McGraw-Hill LLC, a subsidiary of the McGraw-Hill
 Companies Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	94	92	93	96	
% Advanced	61	52	67	65	
Number of students tested	69	52	54	50	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		0			
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The WKCE was not available for students in grade 3 in the 2004-2005 school year.

Subject: Reading

Grade: 3 Test: Wisconsin Knowledge and Concepts Examination (WKCE)

Edition/Publication Year:
Published yearly

Publisher: Published under contract with the Wisconsin Department of Public Instruction by CTB/McGraw-Hill LLC, a subsidiary of the McGraw-Hill Companies Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	99	90	97	98	
% Advanced	74	67	67	67	
Number of students tested	69	52	54	50	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The WKCE was not available for students in grade 3 in the 2004-2005 school year.

Subject: Mathematics Grade: 4 Test: Wisconsin Knowledge and Concepts Examination (WKCE)
Edition/Publication Year: Publisher: Published under contract with the Wisconsin Department of Public
Published Yearly Instruction by CTB/McGraw-Hill LLC, a subsidiary of the McGraw-Hill
Companies Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	94	94	95	92	85
% Advanced	55	59	67	63	63
Number of students tested	51	54	56	48	61
Percent of total students tested	100	100	99	100	96
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	2	0	4
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	80				
% Advanced	50				
Number of students tested	10				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Students alternatively assessed took the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD).

Subject: Reading

Grade: 4 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year:
Published Yearly

Publisher: Published under contract with the Wisconsin Department of Public Instruction by CTB/McGraw-Hill LLC, a subsidiary of the McGraw-Hill Companies Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
% Proficient plus % Advanced	94	96	98	94	86
% Advanced	63	52	58	67	62
Number of students tested	51	54	56	48	60
Percent of total students tested	100	100	98	100	96
Number of students alternatively assessed	0	0	1	0	3
Percent of students alternatively assessed	0	0	2	0	5
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	70				
% Advanced	30				
Number of students tested	10				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Students alternatively assessed took the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD).

Subject: Mathematics Grade: 5 Test: Wisconsin Knowledge and Concepts Examination
Edition/Publication Year: Publisher: Published under contract with the Wisconsin Department of Public
Published yearly Instruction by CTB/McGraw-Hill LLC, a subsidiary of the McGraw-Hill
Companies Inc.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	98	98	89	95	
% Advanced	74	76	65	60	
Number of students tested	54	55	49	59	
Percent of total students tested	100	100	99	99	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed	0	0	0	2	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced				83	
% Advanced				33	
Number of students tested				11	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The WKCE was not available for students in grade 5 in the 2004-2005 school year.

Students alternatively assessed took the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD).

Subject: Reading

Grade: 5 Test: Wisconsin Knowledge and Concepts Examination (WKCE)

Edition/Publication Year:

Publisher: Published under contract with the Wisconsin Department of Public Instruction by CTB/McGraw-Hill LLC, a subsidiary of the McGraw-Hill Companies Inc.

Published yearly

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Nov	Nov	Nov	Nov	
SCHOOL SCORES					
% Proficient plus % Advanced	99	99	91	93	
% Advanced	56	75	67	63	
Number of students tested	54	55	48	59	
Percent of total students tested	100	100	97	98	
Number of students alternatively assessed	0	0	0	1	
Percent of students alternatively assessed	0	0	0	2	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				75	
% Advanced				25	
Number of students tested				11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The WKCE was not available for students in grade 5 in the 2004-2005 school year.

Students alternatively assessed took the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD).